

Chenies Primary School

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Marking Policy



Updated: September 2024

Policy for Marking

Aims:

The marking of children's work serves to:

- Let children know what they need to do to improve
- Aid in monitoring children's progress
- Provide feedback to children
- Enable children to evaluate and improve their own work
- Provide a point of contact between teacher and child

Marking forms a valuable part of the assessment process.

It is one way in which the teacher can both assess the children's work and reflect upon the effectiveness of a lesson by evaluating the recorded outcome.

It should also assist children in understanding what they need to do to improve their work through feedback.

To maximise the value of the marking process to the child, teachers should aim to mark completed work, including homework, as soon as possible after completion.

Some work, when appropriate, is marked with or by the children. (Self-marking/editing – **black pen** or peer using a **purple pen**) When children peer mark they must be given the success criteria.

*Marking comments must be constructive and honest giving guidance on children's attainment and what they need to do in order to progress and not echo the learning objective.

Extended writing tasks, can be marked by highlighting at least 2 positive aspects and giving next step guidance. (e.g. '2 Stars and a Wish')

Short tasks may be ticked/stamped or a sticker given in addition to the *option* of giving feedback.

Teacher marking must be carried out in **green pen**.

Teacher comments must be written in grammatically correct, neat and legible cursive script.

******Children are expected to read teacher's comments as they progress through the school; respond where appropriate and demonstrate in subsequent work that they have followed up on advice given. (The latter is very important)
They should initial feedback when they have read and understood it.**

**Children must be given opportunity to read and acknowledge marking from previous piece of work, especially if there is a small task related to the work.
Don't give a task or ask a question if you are not going back to it and check the response.**

'Next step' marking

Classes must decide which pieces of work to be next step marked over the week.
For example:

- 1 piece of English writing
- 1 maths session

*NB. The above is a **guide line**. Teachers should use their **professional judgement** – there will be times when this fluctuates. Teachers are asked not to write comments that echo the learning objective.*

Teacher's improvement suggestions, whether framed as a reminder prompt, a scaffolded prompt or an example prompt, fall into the following categories:

1. Elaborating and extending ('tell us more...')
2. Adding a word or sentence ('add one word...')
3. Changing the text ('find a better word')
4. Justifying ('why...?') etc
5. Intervention marking in maths – (write specific comment or challenge while the lesson is in progress, and see immediate response)

Guided Reading

Teachers will mark Guided Reading books weekly; all work should be ticked/ acknowledged.

Marking Code

There is a common marking code to be used across the school.

This should be displayed in all Key Stage 2 classrooms to enable children to evaluate, edit and improve their own work and to ensure they fully understand the marking process used for their work.

Class teachers are ultimately responsible for their class books and work and therefore need to ensure that PPA and supply cover comply with expectations and feedback.

All children's work must be acknowledged (tick/OMI) by the teacher – this includes self and peer marked work.

Marking Code

- ○ Circle = punctuation errors either incorrect or omitted
E.g. (the) dog ran away.
- 'sp' in margin – children can use dictionaries to then edit their work or underline spelling errors
- but not all spelling errors - the ones you feel they should learn
E.g. freind (the correct spelling may be written close by) friend
- ✓ tick good words
E.g. The lion let out a tremendous roar.....
- ^ omitted words / phrases
E.g. "Come for tea," Mum said to children.
- / Leave more space between words
E.g. The dog barked loudly.
- // - paragraph needed
- (S) Check your writing makes sense
- OMI - Objective met independently
- WS – with support
- WT - Working towards – *explain what they need to do to meet the objective*
- NM - Not met – *explain what they need to do to meet the objective*
- VF – Verbal feedback given
- Full time teachers do not initial
- Part time teachers initial
- Supply teachers initial